Leadership practice in private primary schools of Afghanistan

By

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fulfillment of the requirements for the degree of
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I/We have acknowledged all main sources of help.

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Approval

The thesis title is "Leadership practice in private primary schools of Afghanistan" submitted by

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Ethics Statement

According to Madeline Nazario Romero, which is cited by Aslam (2022) *"Research studies are designed to find answers to a specific question or topics under investigation".* The research aim was to find out the Leadership practice in primary private schools in Afghanistan which was not done any research regarding it. So, before conducting the online interview for collecting data, the interview guide and consent letter were provided accurately. Then the consent letter was given to all my participants before doing the interview. It was submitted for them to understand the research title and aims. The data was collected and inquiring sensitive questions was avoided. Moreover, the data was valued equally which was collected from all participants. For maintaining confidentially, I used an anonymous name while analyzing the data. After the findings and analysis process were done, all the data was saved in a folder to be safe.

Abstract

The title of this research is Leadership practice in private primary schools of Afghanistan. In this research, a qualitative research approach was conducted to recognize leadership style practices in three private schools in Afghanistan. The research was investigated to find out which styles of leadership are applied in schools and which ones affected the school's success and progress. For obtaining the data, the online interview method was used for data collection and participants were selected purposively. The findings showed democratic leadership styles were practiced in these schools due to their usefulness in school progress and improvement. All participants in this research expressed that this type of leadership contributed to school leaders' high impact on school achievement. In this type of leadership, principals in schools were highly interested to involve teachers and learners' parents in decision-making and appreciate different thoughts as well as opinions in all school affairs. They are extremely valued in building a strong rapport with staff within the school and community members outside. Flexibility and welcoming constructive feedback and team- working were invaluable for the school leaders in these schools.

Keywords: Effective leader, Teacher capacity building, Leadership & student learning, Leadership style

Dedication

This thesis is dedicated to my beloved parents and siblings they all supported me in my academic journey.

Acknowledgement

First of all, I would like to thank and praise Almighty Allah who has granted me health and blessings, and efforts to me while doing my studies. So, finally, I have accomplished my MED/PGD thesis. Besides my efforts, I would like to express my gratitude to my supervisor Mamunur Rashid, Senior Lecturer at BRAC University who always guided me and helped me with his constructive comments and feedback. In addition, I thank Ismaili Institute for providing accommodation and academic support in pursuing my studies in Dhaka, Bangladesh. Also, I would like to offer my special gratitude to my beloved family, especially my parents, who always encouraged me for continuing my education journey. In the end, I would be happy to acknowledge Dr. Roy Wilson's supports regarding completing my dissertation.

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Chapter One

Introduction and Background

1.1 Introduction

School leaders or head teachers by presenting a clear vision for school development and good leadership can influence their staff and stakeholders. In addition, delivering a specific vision contribute school to achieve its desired purpose. So, the role of school principals in school improvement is crucial due to their fundamental role in school leadership. Schools can achieve their goals if the head teachers know about leadership styles, otherwise schools will fail if the school's leaders cannot lead the school toward success. Highly effective head teachers can work on a variety of issues and problems simultaneously. Moreover, having a clear vision and shared values, setting a high expectation for school improvement, utilizing monitoring and evaluation for school improvement, being a risk taker, having a high level of knowledge, using the structure and system appropriately, using time efficiently, positive commitment for staff development, whole school perspective and approach can affect schools development (Early& Weinding, 2004). In this regard, Afghanistan's private primary schools in some provinces over the last ten years were able to achieve their goals. However, the governmental private primary schools were not able to acquire their desired purpose. This research was conducted in Mazar-Sharif which is located in the north part of Afghanistan. Three primary private schools in this area were selected for the research purpose. So, the research focused on leadership practice in these private schools, how leadership leads schools towards success, what is the role of school principals in school improvement. Furthermore, teachers also have significant impacts on students learning, the structure and school

cultures must be good for enhancing the quality of teachers and teaching as well (Moos, Johansson& Day, 20011).

1.2 Research Topic

The research topic is **"leadership practice"** So, Leadership guide staffs based on certain goals and clear vision. Professional and personal values are the guideline for leading a team in leadership (Bush, & Glover, 2014). As well as, successful schools also have positive effects on their staff and stakeholders whenever they share their vision. Sharing vision guides them to organize their activities until the school has good achievement (Early&Weindling, 2004) Leadership practice is related to the capacity and capability of the school's leaders that how they practice it within the school. As researches have demonstrated that principals through sharing a clear vision can contribute school's staff to better function reaching in school's success. Principals have the formal authority of leadership which is given by law, policies, and past practice. So, principals determine these policies for their subordinates as well as establish purposes for others, concentrating on priorities to accomplish high-quality outcomes. Leaders are more knowledgeable than others and are capable of better-judging school issues. They are responsible for school-wide planning, quality control, and decision-making (Gordon & Donaldson, 2006). Leadership practice is more important because of the essential responsibility leaders have in schools. Also, leaders are involved in decision-making, planning, and every related issue which is going on in schools. The title of this research is **"Leadership practice in a primary private school of Mazar- Afghanistan.** Private schools due its great advantage over public schools are increasing in cities and students who are from wealthy family are highly interested to enroll in private schools rather than in public schools. Students in private schools find more educational support in doing their homework (sherani, 2014). There

is strong evidence regarding better functioning of private schools than public schools. Because teachers are presence in school and teaching activity as well as teaching approach improved learning outcomes (Ashely, 2014). Also, private schools are not functioning well in Afghanistan, but it is also functioning effectively in other countries. For instance, in Chicago due to the low quality of education in public schools, private schools in cities increased and one in five percent go to private schools (Dronkers, J., & Robert, P, 2003). Furthermore, according to Fragile (1997), private schools are better than public schools. Because private schools are more disciplined, the environment is secure and more opportunities are available for leaning over there. So, the number of private schools are increasing in Afghanistan especially in Kabul and other big cities (Sherani, 2014). This research investigated leadership practices in private schools in Afghanistan. As early mentioned leadership practice by the head of teachers has positive or negative impacts on schools either success or failure. High-quality teaching and good leadership attract more students across the country. Private schools in Mazar-e- sharif one of the big city in the northern area of Afghanistan is increasing and this research was explored leadership practice in private schools in this area.

1.3 Statement of the Problem

Private schools in Afghanistan especially in cities have increased vastly and it is due to the Ministry of Educations' support and encouragement in recent years. Private schools' growth in Afghanistan is as result of lack of public schools and its low quality. As well as, lack of public schools for girls and lack of professional principals another factors for growing private schools in this country (Sherani, 2014). Schools managers in public schools have failed in making good decision, make united staffs, making good communication with staffs, failed to appreciate and praise staff's

achievements, failing to inspire staffs, failing to respond to questions and accept criticism are another reasons in growing private schools (Early&Weindling, 2004). Furthermore, the research which was done by Sherani (2013) shows the number of private schools in Afghanistan was 803. And nine million students were learning in 16000 public schools.

But leadership practices in Afghanistan private schools have not been investigated. So, besides delivering high-quality education for students, how leadership is practiced in private schools how many families are interested to enroll their children in these schools rather than public schools? And what role leadership played in their success?

1.4 Research Questions

The first research question is "How **do head teachers or principals practice leadership in primary private schools?** As earlier mentioned there are various types of leadership styles and, therefore, this research question wants to understand which types are more beneficial for school improvement and particularly how they practice leadership. The second research question is "How **does leadership practice influence school development in terms of teaching quality and student learning?** Leadership has the main role in a school's achievement and it will be discovered through this research what achievements they have reached by practicing certain leadership.

1.5 Purpose of the Study

This study was conducted to find out how primary private schools in Mazar-Afghanistan over the last ten years could influence people in Mazar and the majority of people are extremely interested to enroll their daughters and sons in these schools. So, the study will focus on the "**leadership practice**" in these private schools and

understand which types of leadership style contribute them to improve. Furthermore, how principals in these schools practice leadership.

1.6 Significance of the Study

This study might help public school principals and school researchers who want to know about leadership practices in primary private schools in Afghanistan. Particularly it helps more head teachers in governmental schools which could not better function in recent years. One big reason behind not good functioning is practicing good leadership. So, they have failed to achieve their goals.

Chapter Two

Literature Review and Conceptual Framework

Theme 1: Definition of leadership

In many organizations, the word "leadership" is commonly employed in conversation. Many researchers have given different definition of this term. According Cammock (2001), who characterizes leadership as a social interactive process." Leadership is a holistic process that involves leaders and followers interacting in specific social settings." (p.27). Similar to this, Northouse (2007) defines leadership as a process by which a person persuades a group of others to achieve a shared objective. Leadership is a holistic process in which leaders interact socially with followers. Fundamentally, leadership is a social process in which a leader inspires, direct, and guides followers to attain predetermined goals in a social setting (Salahuddin,20011).

Theme 2.0: leadership styles

Different leadership styles exist to be selected by the leaders or heads of an organization to lead their followers or subordinate accordingly. The word "style" means the way that leaders behave with those, who are following their vision and guidance for achieving the set goals. The leader's behavior can be demonstrated through his speaking, body language, or another form. In another word, leaders have their style while communicating with others verbally. Moreover, having positive attributes and personality can make a leader effective because leaders can influence others mostly by having good character (Insead, 2001). Leaders can not only influence others by having a good personality and showing a certain style of leadership but smartly working and doing much effort is essential for influencing

group members as well (Kippenbeger, 2002). But applying a specific type of leadership style for school improvement is a controversial discourse among researchers and they all expressed their opinions it sounds hard that chose a particular leadership as the best version and then suggest it (Grace, 1995).

2.1 Transformational leadership

Transformational leadership style persuades leaders to work collaboratively with their employees or subordinate. Leaders in this leadership style inspire others through their behavior, attitude, and motivation. They encourage them to go beyond their expectation which they have for their goals. Furthermore, transmitting attitude, and motivation, and working with high morality together have positive impacts on teachers' performance. Leaders in this leadership style influence their staff with inspirational motivation, individualized consideration, intellectual motivation, and idealized influence through interaction on daily basis. Inspirational motivation entails leaders communicating high-performance expectations encouragingly and enthusiastically. As well as, leaders coach and mentor each individual based on their needs, and giving feedback is another important issue that leaders consider it. In intellectual motivation, leaders challenge their followers to embrace a new way of thinking and doing. Furthermore, leaders encourage their followers to re-assess values and beliefs and they show tolerance with their followers make mistakes (Leithwood, 2005). In this form of leadership, collective action gives hope and power to participants. (Anderson, 2017). As well as, the relationship between leader and followers is symbolic because of the collective aspiration which exists (Jantzi,1990)

2.2 Distributed leadership

Leadership in this type of leadership is practiced collectively and is not done individually. The tasks in this style of leadership are distributed among team members based on the skills and experiences, already they have captured. All group members are involved in leadership and can share their knowledge as well as learn together. Based on the evidence, teachers practice well and their knowledge and quality enhance and improve(Harris,2004). A leader might feel threatened because he might lose the leadership role due to the influence of others. As well as conflicts might happen between teachers as a result of taking leadership roles (Barth, 1999). To overcome the challenges, a combination of interpersonal skills is required (Harris, 2003).

2.3 Servant leadership

In servant leadership, an individual's capacity building is important. Therefore, individuals are always praised and are contributed to development and growth. Individual needs are recognized and then for achieving long- terms goals, they are supported to progress and promote (Cerit, 2009). Leaders in this type of leadership are servants firstly and secondly leaders. A servant leader is a good listener and encourages his followers to work collaboratively. Power is used ethically in this style of leadership as well as power is shared with individuals for their development (Salameh,2011). Furthermore, servant leader by creating a culture of learning desires to learn from their employees and humbly admit that benefit from the knowledge of everyone who has expertise in some skills and knowledge. Preparing support and help by servant leaders is tangible. The support which is provided by servant leaders can be emotional as well(Cable,2018).

2.4 Democratic leadership

As researchers found leaders in the democratic style of leadership used to involve people in decision-making or it is people- a centered type of leadership in which leaders are engaged to support their followers and build good communication with them. In this type of leadership, leaders listen to their subordinate's and followers' opinions and consult in all affairs of the organization (Harris, 2004). The principals are interested to share their vision with staff and students through building relationships. And a relationship is built around core values. Equality, fairness, integrity, and paying attention to the whole progress of staff and students are essential in this type of leadership. Principles demonstrate people-centered leadership while dealing with individuals in their daily communication and relationship. Respect and trust are tangible in democratic leader behavior as well as developing staff and student capacity is important in this style of leadership (Kilicoglu, 2018).

2.5 Transactional leadership

This theory of leadership is mostly used in educational institutions. It is vastly about students' performance and rewards which are given by instructors whenever learners do their assignments and tasks completely. In this type of leadership, tasks are assigned to students and they have to complete them and then based on their performance, will be awarded (Khan, 2017).

2.6 Instructional leadership

This theory of leadership is relied on certain actions and instructs teachers based on their needs or performance. This style of leadership includes problem-solving, listening, clarifying, reflecting, negotiating, and reinforcing (Ovando, 2007).

2.7 Leadership practice by school principals

 School principals as a leader of the school have the responsibility to lead all activities within or around the school building. He or she is the person to sets the climate of teaching, and the morale of teachers, and is responsible for everything that happens in school. He has the responsibility to build communication with the community and if the school succeeds and was child-centered and performs well it is because of the principal's leadership that he or she could improve school achievement (Robert J, 2005). Effective educational leaders try for providing equal opportunities for each students to have equal academic success and well-being. Working together for preparing educational programs as well as designing curriculum is important for school leaders and teachers in order to give all students a variety of option for studying (Debra, 2018). In 1970, researcher conducted a research to know the correlation between leadership styles of principals and student's academic achievement. Finally, they found after the research that instructional leadership could be the characteristic of effective schools (Krüger, 2007).

2.8 Private school in Afghanistan

  Private schools in Afghanistan were allowed to work with the government of Afghanistan in 2006 according to the Ministry of Education report. They were permitted by granting licenses to work in educational sections to educate children in Afghanistan. With the support of the Ministry of Education, private schools were largely expanded across the country (MoE, 2011). Private schools due to providing good quality of education attracted the attention of society. It is a result of providing modern equipment, and standard education (Sheshinski & López, 2003, as cited in Sherani, 2014). Private schools can prepare for a good quality of education and can fill the educational gaps in the country (Aslam,2009). The Ministry of Education in

Afghanistan register private schools and contributes to them with the training of teachers as well as textbooks. Private schools work under the supervision of the Ministry of Education and their activities are monitored by the Provincial Education Department (Barakat, S., Hardman, F., Rohwerder, B., & Rzeszut, K2014). Private schools can be more effective than public schools because of their flexibility, internal management, and concentration on the needs of individual students (Henway,1991). In terms of financial sources, the government schools have to receive a budget from the government and they will not be able to be a more flexible organization (Lockheed, 1994). Despite expanding private schools in developing countries, many schools remained unregistered and not aided and so their analysis is missed (Tooley et al. 2011). Research shows it is different between aided and unaided private schools (Kingdon 2008).

2.9 Leadership practice in private schools of Pakistan

In both sets of data, especially the principal's narratives, the democratic leadership style appeared to predominate over a number of other need- based models. It showed that the principals mostly use a democratic style of leadership to carry out his duties. The principals always consult with the instructors, assistant head, and other stakeholders before making any decisions. The activities required to bring about improvement reforms in the school are decided upon by the principals via a democratic process. It encourages the school a cooperative culture in which all parties participate in decision – making (Alam,2017).

2.10 Leadership practice in private schools of Bangladesh

Schools today depend on the leadership of principals and other staff members to make continual improvements. Schools are being urged to take greater responsibility for the

education of pupils. By including teachers in leadership activities and professional learning, schools are attempting to create more effective leadership to enhance the skills of teachers and foster learning communities. Principals must be knowledgeable with school leadership theory in order to become effective leaders who use a more distributed style of leadership. Nonetheless, empirical research indicates that many principals globally lack the knowledge necessary to fulfill their roles Salahuddin,2012).

2.11 Conceptual framework

Figure: Conceptual Framework from the understanding of Literature Review
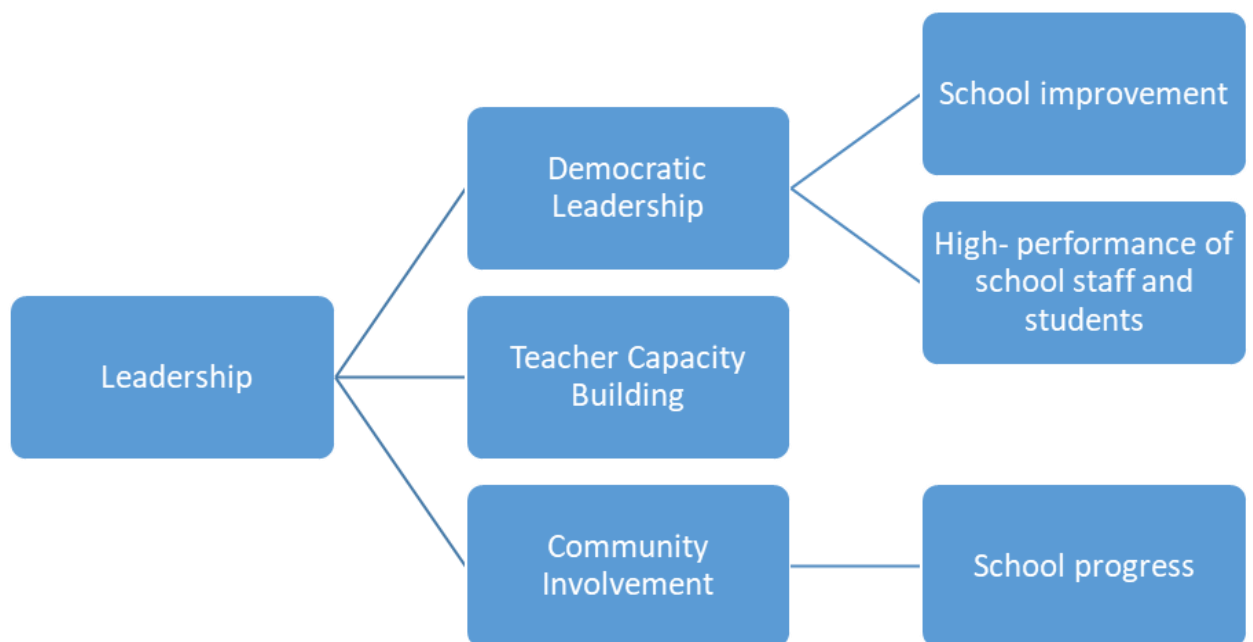
Chapter Three

Methodology

3.1 Research Site

The research site was located in Mazar- e- sharif Afghanistan and it was conducted on three primary private schools. These schools met the criteria for my research title and questions. These three private schools could attract many students around the city and the research focused on leadership practice there.

3.1.1 School A

   School A, this school is located in two cities in Afghanistan, Kabul and Mazar-e-sharif. This school is following the Cambridge education system besides the education system of Afghanistan. Since its establishment in 2012, many student's male and female could have had good performances in the class and the community. For instance, students who are currently learning in public schools in Afghanistan, mostly they are less able in basic and social skills, but children in these schools can communicate well with their classmates, and share their understating of the lessons in front of their fellows and teachers courageously. Moreover, this school by providing teaching and learning facilities has made learners and teachers more engaged in teaching and learning. Establishing a library including curriculum books, and many other books which are necessary for children's progress, providing teaching materials for teachers, conducting supportive classes for slow children- learners, preparing transportation for those who are coming from long distances, and employing professional staff have been more fruitful for school's academic achievement. The mentioned school is led by a high-level manager who offers guidance and direction to

the principals in Kabul and Mazar, and this principal as a leader of the schools are obeying his instruction for running the school's affairs. The central manager involves the school board member who is involved in professional personnel in education in decision-making. Finally, the school owner has dedicated a considerable budged to the school quality in these two big cities (Ahadi, 2022).

3.1.2 School B

School B is the most famous private school in Mazar –e- sharif, Afghanistan which have been established ten years ago. This school is pursuing the current curriculum of the ministry of education and since it's established in 2010, attracted the attention of people across the city and we can say even around the country. The people's attraction to this school is due to its offering high-quality education, standard building, and well-trained and educated teachers. Moreover, providing transportation and practicing good leadership and management are other reasons for the community engagement to enroll their children in the school enthusiastically. The founder of the school invested a large amount of money in constructing the building and classroom. This school consists equipped library, computers, LCD, and high-quality desks and chairs in every individual classroom. The school environment looks beautiful and students feel comfortable in the class. Furthermore, this school's fees are lower in comparison to other private schools despite delivering good quality education and materials. Getting low tuition fees can be another factor for its popularity.

3.1.3 School C

School C is another foremost private school situated in Mazar-e- sharif, Afghanistan. This school has been established seven years ago in this city and since the creation of the school, many girls and boys being attracted to be enrolled. The school building is not as much as standardized as Khana- Noor, and Rahnaward, but the teaching quality is satisfactory for students. This school is mobilized with a library, good-quality furniture, and teaching materials. Teachers in this school mostly have been graduation from the faculty of education. Having an education in education have been affected the teaching quality and have been made the lesson for the students interesting. This is working under the observation of governments as many other schools and is following the public school's curriculum as well.

3.2 Research Participants

Twelve people from the private schools in Mazar-e-Sharif were selected to attend an interview online. All participants have been working in schools and educational institutes for 10-15 years. Principals in these schools had the experience of teaching and leadership in governmental and none- governmental organizations as well. And it has enabled them to handle the school leadership. The School A principal has a bachelor from the faculty of Journalism and has 15 years of experience working in schools as a school teacher and principal. School B principal has a bachelor from the faculty of Education and has experience working in private schools and private institutions. He has been leading all branches of schools in the city as a regional principal. He has been working in this position since 2012. The school C principal has a bachelor from the faculty of English literature and has been working in governmental and private schools as a teacher and school principal since 2011. All

school principals had the same experiences and have enough knowledge in leadership. The teachers in these schools have 5-12 years of teaching experience and most of were graduated from university. But they had bachelor's degrees from the faculty of Education, English literature, Dari literature, Islamic studies, and Computer science. Some of them had experience teaching in government schools as well.

3.4 Qualitative approach

 This approach explores attitude, behavior, and experiences. It attempts to get in-depth views from participants (Dawson, 2002). Based on this research approach, the researcher utilizes the interview by preparing a questionnaire (Dawson, 20002). Based on my research and my belief about reality, I have selected the "qualitative approach" According to the constructivist paradigm there are multiple realities not only one. So, this approach is appropriate to the title and my belief about the truth.

3.5 Sampling Procedure

 Interview: There are different types of interviews like "Unstructured interview" "Semi- structure interview and structured interview. Unstructured or in depth is used for understanding the interviewees point of view in depth and this method is used for a qualitative research approach. Because achieving in depth data requires open- ended inquires. Semi- structured interview is also used as a tool for the qualitative research approach because the researcher wants to know specific information. On the contrary the "structured interview" is being used for a quantative research approach. This interview is only for achieving statistics. For instance, the interviewer asks his participant that "which magazine do you read? The participant will give the data on whether he reads any magazines or not (Dawson, 2002). In this research, I used

unstructured and semi- structured interviews for collecting data. Because this method is used for a qualitative approach.

3.6 Data Collection Methods

There are three different data collection methods and according to Creswell (2006) each should undergo the following process; sampling, permissions, data sources, data recording and administering data collection.

In qualitative interviews, I conducted online interviews with principals and school teachers. using an interview guide with open- ended questions that intends to elicit views and opinions from the participants. The data was recorded during the interview and then transcribed into text to be ready for data analysis.

3.7 Data analysis

When the data was collected, I began data analysis by considering the following steps. Firstly, I reviewed the data and memos to make sure where they came from. Secondly, I transcribed the records of the participants. When I was done with transcribing, I went with coding the data. In this step the data is segregated into meaningful units

(Johnson, B., & Christensen, L., 2004). In the next step, I derived categories from the codes. Finally, I derived themes from the categories driven by the data. The following instruction for data analysis was considered:

Thinking: The researcher needs to think about the data from the moment he starts to collect data (Dawson, 2002).

Judging: The researcher needs to judge the value of his data (Dawson, 2002).

Interpreting the data:

The data should be interpreted carefully and it should be based on the collected data (Dawson, 2002).

Mechanical: The research needs to undertake the mechanical process of analyzing the data (Dawson, 2002).

3.8 Limitation of the study

It is clear that every study has its limitations; this research was conducted online, and the qualitative approach was applied only to the data collection. Due to the nature of the online interview, the participants in this study were the school principals and teachers. So, this research required participants among students as well as their parents. Incorporating school students and parents would make this research richer and provide more data regarding leadership practice in these schools. Further, a quantitative approach was required to collect data from students in these schools. But approaching students and their parents required conducting the research in person. Because many parents and students do not have access to a good internet connection. In addition, the research required for more teachers to be included in the interview list. And because they refused to accept the research interview or reject the consent letter, they were ignored.

3.9 Role of the researcher

I worked as a teacher and mentor for about 7 years (2014- 2021) in a primary private school in Mazar- Afghanistan. In these years of my duty, I have received sufficient experiences and knowledge of teaching and leadership. Therefore, my experiences contributed to accomplishing the research successfully. In addition, my previous colleague's experiences were helpful as well. As a researcher, it was important for me that before conducting the interview, I piloted the tools and took the consultation of

my supervisor and also I discussed with some knowledgeable people who were expert in doing research.

3.10 Credibility and Rigor

For conducting the research, the researcher has to be familiar with the research methodology to acquire data relevant to the research questions. So, it is my second experience conducting research for my master's degree purpose and the first was doing research for my undergraduate degree. My undergraduate experience, as well as two research courses at Brac University, contributed to learning more about the research approach, research methods, research questions, research tools, and other topics relevant to the research. Further, doing a literature review and my supervisor's comments on every single point in this research helped me to do this research.

3.11 Ethical issues and concerns

For considering ethical issues as a researcher, firstly I provided consent letter to each participants. The consent letters were given to them in order to understand the objective and their role in the research. At the beginning of the interview, I introduced my position as well as the aims of the research. Further, the participants were told that their information would not be used with any other purposes and it would be used only for this research. In addition, I avoided to ask sensitive questions.

Chapter Four

Results

4.1 Introduction

This chapter presents two main concepts of the research how the collected data have been analyzed and illustrates what are the main findings of the research. The research has been done to find the leadership practices in the three private schools of Mazar-e-sharif in Afghanistan which have been practicing leadership to make better and improve the quality of education and teaching for the students who are engaged to do their education. Therefore, for the leadership practice recognition in these schools, the research has been conducted based on the qualitative research approach with the school's principals who have been leading the schools as well as teachers through holding individual semi-structured interviews. The interview had done through the zoom application by each participant individually. The interviews have been recorded and then have been transcript from the Dari (Persian) language to English for analysis. So the obtained data is first going to divide into themes to display the participant's answers related to the leadership practice. Overall findings analyzing is around the following research questions which are going to leadership practice in primary private schools which is currently ongoing and the relationship between leadership practice with the quality of teaching as well as students learning.

- How **do head teachers or principals practice leadership in primary private schools?**

- **How does leadership practice influence school development in terms of teaching quality and student learning?**

4.2 What makes a school leader effective?

Leadership is one of the most essential elements of every organization, particularly for the school's progress and improvement. Because school leader plays a key role in leading and organizing staff and other school affairs. Due to its vital role, most of the participants among principals and teachers used to say the school leader should be knowledgeable and understand leadership skills. A well-skilled and well-educated leader is capable of guiding the team wisely and professionally. One of the participants said*" If the school leaders are unfamiliar with leadership and management skills and knowledge, it is clear they will face many challenges…. for improving and continuing the school activities, the education system should be implemented otherwise due to insufficient experience and not being of required skills, schools will collapse…. (Interview # 1 Date 15. Dec. 2022) Moreover "leaders should provide educational facilities as well as they should be more careful in appointing teachers. Because well-educated and skilled teachers have positive impacts on school progress and development. Schools can gain students' satisfaction by considering the mentioned issues* (Interview # 3 Date 27. Dec.2022). The educated and skilled leaders can handle the school's activity continuously as well as they are understanding of appointing experienced and more professional teachers with the student's improvement. The school will not survive everlasting and will be collapsed as well as the teaching equipment and other necessary materials are not prepared by the school leader. Hence, certain required skills and knowledge for being a school leader are mandatory because of their high impact on the school's improvement. Similarly, another participant said some other points which are required for the school leader*"
The first more important attribute of a leader is the skill and knowledge of leadership,*

having of great personality, being good communicator, having democratic beliefs like involving the teachers in decision making, being creative and be aware of the modern knowledge as well as understand the current situation of his leadership times… listening to their teacher's ideas and consultation for the school improvement… (Interview # 2 Date 21. Dec.2022). in addition to having the skills of communication, valuing democratic principles, and so on. The school principal in the position of leading the school affairs should have adequate experience because knowledge of leadership is not sufficient enough from another participant's point of view" … *the best thing that can make a good principal is acquiring enough experience and enough knowledge. You can see that skill plus knowledge makes a good person, the best principal in private schools... (*Interview # 3 Date 27. Dec.2022). subsequently, the school leader should be creative as well as be aware of other countries' education systems and it makes the school leader choose and apply the best one in the school" *…. The school manager has to study the education system of other countries and fortunately, the internet makes accessing information much easier for leaders to know more about. Many education systems are currently used in countries around the world, but the most successful education system must be chosen by…. (*Interview # 4 Date 30. Dec. 2022). Observing others country education system make the school principals more knowledgeable and aware regarding each country's education system *"The school leaders in private schools have the authority to follow the other education system. Observing other countries' schools and their education system makes us know the similarities and differences… the school leaders will acquire new knowledge and become more curious to be effective leaders whenever they become aware of other education systems… (*Interview # 9 Date. 21. Dec.2022). Being a good strategist and aware of different learning theories as well as practicing them within the

school is important to be a good school leader" School leaders should be more innovative and creative. They should be able to design new plans for the improvement of school leadership. As well as, new theories related to education should be practiced… (Interview # 5 Date 5. Jan.2023). Similarly updating the education system based on the situation and making new strategies for running the school affairs is necessary and it should be done by every year because of its necessities and requirements which is said" …. *He should be more creative. It sounds illogical that the leader pursues the same strategy every year. So, being innovative and creative will help them to update the school education system (*Interview # 6 Date. 11. Jan.2023). In addition, the school leader should have a deep understanding or know the team who are cooperation with the leader in handling the school tasks as well as knowing of students' parents essential for a school leader" … *he should understand the school environment as well as a deep understanding of his subordinate abilities and characters. Moreover, knowing the school students and their parents are more essential for a school leader to know… *(Interview # 7 Date. 12. Jan. 2023). Decision-making is another important skill that is necessary for a school leader to be capable of making a good decision in a short time which is needed "… *a school leader should have the authority to make decisions. Deciding on the necessary time is crucial for school improvement. They should be capable of making a good decision in a short time… (*Interview # 8 Date. 19. Dec.2022). Making a decision can either have positive or negative impacts on school activities… (Interview # 8 Date. 19. Dec.2022). Using the school resources effectively is another issue that a good school leader utilizes smartly "… *The school leader should have the capability to benefit from all existing resources effectively. These skills contribute school leaders to handling school leadership professionally (*Interview # 9 Date. 21. Dec.2022). Another participant said

the thing which makes the school leader effective in school is making plans and supervising the staff's activities "*… providing an effective plan for his or her daily, weekly, monthly, and yearly tasks… he or she must continuously supervise his subordinate activities. Consistent supervision's purpose is to find the strengths and weakness of the staff which help them to maintain their strengths and correct their errors. Furthermore, conducting a session with students and their parents is essential as well… (*Interview # 10 Date.13. Jan.2022). Solving conflicts that sometimes might occur among the school staff is also important for the school leader to be solved and controlled" … *A good principal must already control and handle any conflict that happens between teachers and employees and some other groups that are in school. If we see that, how a principal finds this ability to control and handle any conflict, this is completely related to the studies, the experience, and the abilities of the principals…* (Interview # 11 Date. 15. Jan. 2023). The participants have raised various points which enable school leaders to lead school activities wisely and very professionally. The school leader should have the knowledge and experience of management and leadership, have democratic beliefs, be a good communicator, good decision maker, good strategist, open-minded, problem solver, capable of making a friendly environment in school, using the school resources effectively, being flexible toward changes, being creative, being good listener, and being well- educated. These things make the school principal as a leader more effective and successful from their point of view. To run the school programs, the leader has to keep motivated the school staff and it will be done when the leader is capable of recognizing the roots of the problems which is demotivated them to not teach students with having high motivation" *I think, while encountering challenges, first of all, we should recognize that where and how the problems arise from? As a leader, we should understand why*

*teachers become demotivated and do not teach students with high motivation. After finding the problem which is causing that teacher to lose his motivation as a consequence of it, then the leader should look for finding good solution… (*Interview # 10 Date.13. Jan.2023). There are many types of problems that lead teachers to lose their motivation" *It should be mentioned that there are many types of problem and every individual problem requires its appropriate solution. For instance, problems in behavior or relationship, economical problems, financial problems, personal problems, and grouping problems. The problems should be analyzed carefully and the leader should have the power of problem analysis…. (*Interview # 7 Date. 12. Jan. 2023) Another factor that is helpful for the staff's motivation is providing necessary teaching materials and other equipment which is important for handling the programs" *As well as, school equipment is another important element to be considered for keeping motivated the school teachers. Because lack of the small equipment can arise big problems…* (Interview # 10 Date.13. Jan.2023). Building effective rapport with the parent's students and providing good quality education for their sons and daughters is another essential point that should be done by the school leader" *Another element for keeping the staff's motivations is the building of effective rapport with our audiences, and these audiences are in a different level. Making communication with our customers should be done more professionally…* (Interview # 7 Date. 12. Jan. 2023). Considering the opinions and suggestions of parents are also important for private schools because they have high expectation from school to be fulfilled for their children's progress and development. School leaders can keep motivated the teachers by making a good plan as well. Because working according to plan keep them optimistic and motivated for teaching" So this is also important that when there are no motivations of teacher in our private school, so there will be not

any effective point in this case, but how we can create motivation between our teachers or opposite groups. Plan is the best thing that can create motivation among teachers. So plans mean that the school principal must have a strategic plan that how the teachers work inside their organizations… (Interview # 7 Date. 12. Jan. 2023). According to this participant's viewpoint, the plan keeps staff in school motivated" *… So shortly example, when I feel free in a school, so it makes me be demotivated, but there, when there is a plan, it forced me to work. It forced me to do new things… (*Interview # 7 Date. 12. Jan. 2023). More importantly, the high-performance teachers should be awarded and appreciated by the school leader" *…we will give awards for the encouragement of perseverant, committed, and hard worker's teachers. In this case, we assess our teacher's performance yearly twice. The assessment purpose is finding the best staff who had good performance and achievement in the teaching field. For finding such a hard-working staff, we are going to consider some awards for his or her encouragement and appreciation… (*Interview # 7 Date. 12. Jan. 2023). As well as giving verbal and written warning letters is another option for low-performance teachers" *…The low-performance teacher will have a three-month chance or opportunity of teaching to become better and work well… within this month the teacher's performance and then they decide whether the teacher continue teaching or not. If we know that he or she had a good performance, then we will support him or her by conducting an educational seminar for their improvement… (*Interview # 7 Date. 12. Jan. 2023). The awards which are given to good-performance teachers differ from school to school. But one of the school leaders has considered three types of award which is given for high performance and committed teachers… *(*Interview # 10 Date.13. Jan.2023). They are recognized after assessments "The excellent performance teachers are recognized after all assessments which are

done within a month and year and it had had great impacts on their performance… (Interview # 7 Date. 12. Jan. 2023). The assessments are done monthly and at the end of each year" *… Also we have a monthly assessment from our teachers. And the headmasters should fill out the specific form every month. In this assessment, they check their presence in the class on time, time management, and administrative tasks of teachers like time table and their lesson plans. At the end of each month, we appreciate the best teacher until other teachers become motivated to have good performance and fulfill the school's high expectations of them… (*Interview # 10 Date.13. Jan.2023) as well as "*Annual and monthly appreciation from the committed teachers have positive effects on the whole teacher performance. Because appreciation makes them motivated to work hard like those who have been appreciated. They are getting better every year and their performance become improved. Like I have witnessed their creativity and innovatively every month and year… (*Interview # 10 Date.13. Jan.2023).

4.3 Teacher capacity building

Annual capacity building twice for school teachers has been held in private schools to develop teaching skills as well as a teaching methodology. The educational seminars have taken place to increase the teacher's knowledge regarding the subjects they have been teaching to their students*" … As well as, each year we conduct some educational programs after finding the teacher's challenges and problems that in which area they feel weak. Then according to their needs, we launch educational seminars and workshops for their development. These educational seminars include both teachers and principals…* (Interview # 4 Date 30. Dec. 2022). These programs develop the capacity of teachers and principals in the field of their professions as well as make them more confident to handle their profession effectively and help for the

survival of school as each organization needs it" … *Making capacity building requires more discussion. So if an organization does not care about the capacity building of its staff, the organization will not survive for a long time and it will be encountered challenges in the future… (*Interview # 10 Date.13. Jan.2023). The seminars are conducted on school vacations because teachers have free time to attend days of seminars regularly" *For our staff's capacity building and development, we conduct annual seminars twice in school. They have vacation time which is one annual vacation of two or half two months in the winter season. They have time to improve their skills and pedagogical issues* (Interview # 8 Date. 19. Dec.2022). The seminar agenda for the teacher's capacity building are organized according to their needs and the subjects they are teaching" … *Before launching the program, we are going to recognize our teacher's needs and in which area they have problems. For instance, there are various types of problems such as time management, student assessment, teaching methods, and many other pedagogical matters that will be included in the seminar agenda…* (Interview # 4 Date 30. Dec. 2022). The aim of conducting seminars for teachers is to learn teaching methods or pedagogical, but motivational topics are going to be included for their better performance as well" … *we add a motivational seminar to our agenda for teachers as well. These seminars help the school to have great achievement in the head. Training the teaching methods is the core of our agenda because some newly appointed teacher which do not have teaching experience and recently have joined us…* (Interview # 8 Date. 19. Dec.2022). According to the participant's point of view, teacher capacity building is necessary for the survival of schools and progress. The seminar's contents should be prepared based on the teacher's needs as well as the subjects they are currently teaching. Moreover, motivational topics also can be helpful for teachers to teach

pupils with high motivation. For conducting the capacity building seminar, experienced and professional teachers from inside and other schools are utilized" *We want help from experienced teachers, and there are some professional people in our school who have mastery on presenting the mentioned topics. Even we request expert people in education from outside of school to contribute to the seminars* (Interview # 4 Date 30. Dec. 2022). Learning different teaching methods is the core topic of the capacity building seminar *"There are many types of method ... Like, lecture method, individual method, group method, discussion method, negotiation method, explanatory method, acting method. All these methods are used in the classroom according to the lesson titles …* (Interview # 9 Date. 21. Dec.2022). Teachers should be capable of various methods due to the requirement of each topic of the subject and include them in their lesson plans daily before applying them in the class" … Each title requires its specific method and the teacher has to mention the method in the lesson plan. For instance, for telling the story they should use story telling method, and for discussion, they must use the pairing method. There are different type's methods that are used in the classroom… (Interview # 8 Date. 19. Dec.2022). Within the days of the seminar, the curriculum subjects are distributed to each teacher based on their ability" ... *In two months of the seminar, we distribute the classes based on the teacher's ability as well. We recognize which teacher is appropriate in which grade. Furthermore, we discuss teaching methods and curriculum materials which lessons require which method… (*Interview # 7 Date. 12. Jan. 2023).

4.4 Leadership and student learning

Students come to school with high expectations to be fulfilled by the school leader and the team who are working with" *Leadership plays a key role in the students learning. If the school leadership provides a standard curriculum for the learners*

*until they can fulfill the student's high expectations, they have from school for their knowledge enhancement. The curriculum should flourish the learner's minds and encourage them to be a long- life learner… (*Interview # 5 Date 5. Jan.2023). It is the school leader to guides teachers to teach some important skills besides imparting information for them*" All is attributed to the school leadership and how he or she leads his or her team to equip students with the skills of creativity and critical thinking. Regarding the fulfillment of the learner's demands and anticipation from school are standard and modern curriculum, hiring well-educated and experienced teachers, providing standard classrooms, and a good school environment. And the school leader and teachers should have good behavior with students* (Interview # 1 Date 15. Dec. 2022*).* The principal as a leader of the school has a key role in students learning "*the principal role is so vital in students learning because he or she decides which teacher should teach which grade. In deciding on the teaching class the principal should consider their experience and knowledge in this regard. This decision-making has a direct impact on students learning (*Interview # 2 Date 21. Dec.2022*).* The school leader's decisions on selecting an appropriate teacher in each class, as well as making a friendly environment can influence students learning" *… selecting and designing the classroom based on students' grades, providing a friendly environment has direct impacts on learning and teaching methods. For example, if the school environment is ugly and the principal behaves dictatorially then it will harm students' minds and they will not improve…. (*Interview # 1 Date 15. Dec. 2022*).* The school leader can influence positively the learners learning by preparing a good environment for learning" *… The leader of the school should prepare a good environment in which students can feel convenient and happy…* (Interview # 5 Date 5. Jan.2023). the school teachers do their profession

under the guidance and direction of the school leader and therefore, the leadership is directly or indirectly connected with the students learning" …*Teachers work under the direction and guidance of principals and it has effects on students learning. Therefore, we can say the management style has directly affected learners…* (*Interview # 2 Date 21. Dec.2022).* School leadership with students' learning is connected due to whole school affairs being led by the school leader. The one in the position of leadership takes the final decision on what should be done and what should not be done for school improvement. So, because of its involvement in all issues within the school, the leader has direct or indirect impacts on students learning as well as the leader will be a role model for the learners.

4.5 Leadership style

School leaders in the private school have been practicing various types of leadership" ... *I am a democratic principle. The school policy wants the school leader to be patient, kind, and friendly with his or her subordinate... Therefore, we can say that my behavior with my staff is like a mother with her children…* (Interview # 8 Date. 19. Dec.2022). The school leaders used to appreciate students as well as their parent's comments regarding their children's progress and improvement" ... *we are always asking the parents to share their comments and feedback regarding their children's progress… (*Interview # 7 Date. 12. Jan. 2023). Involving teachers in decision-making is another important issue that is considered" *the role of the teacher in decision-making is 40 percent, and 60 percent leadership is involved in this regard. This 40 percent role is about the teacher's suggestion and opinions regarding the improvement of the school curriculum, preparing seminars for the capacity building of teachers, and many other issues which are related to education… (*Interview # 6 Date. 11. Jan.2023). Listening to the employees or school staff is very important for

school leaders until the subordinate feel they are a member of the school and their opinions are valued" … *But leadership always listen to their audience, and what to do for the improvement of this organization. What is your idea about this? How can we do this? These are the basic tasks of a leader. They, in this case, the employee will feel that I'm part of this organization and this makes a good leader in the school…* (*Interview # 2 Date 21. Dec.2022*). Listening to the school teacher's Ideas makes them motivated as well as affects the quality of leadership" *… when you hear from them, you can apply them. And the teachers also get motivation from the ideas. Also, they think that I am part of this organization. I am a member of this family. Then this will have the best affection on your leading…* (*Interview # 1 Date 15. Dec. 2022*). Building strong rapport with the teachers, students, as well as community members, is also necessary for the school leader" *… To build strong relationship among the staffs and the student's parents. Students should be capable of sharing the earned knowledge with their parents as well as the teachers have to launch awareness seminars to inform parents regarding the importance of knowledge and education for their son's and daughter's future…* (*Interview # 1 Date 15. Dec. 2022*). Making a respectful relationship in which the school leader and his team respect or honor one another is another essential thing that is practiced in school" … *the principal should have a special respect for all his or her staff as well as they should have for him or her. Respecting and honoring one another is an essential value in our school. And the staffs trust on him due to his hardworking and being supportive in all situation…* and respecting of staffs makes the school leader respectable and trustworthy as well" (Interview # 5 Date 5. Jan.2023). Making a friendly environment in school should be the priority of a school leader because it always brings respect and keeps motivated teachers" … *Since starting working as the school principal, I did not make anyone in*

my school demotivated or disrespected that they become disappointed. We have provided a safe and friendly environment for our staff and for our students as well… (Interview # 5 Date 5. Jan.2023). Being patient is another that a leader should have due to better handling of the school activities and especially meeting with a different character student's parents" … *we encounter different parents which have a different character. Some of them are good in behavior and some are not. So I behave in a good manner with both. So, being patient is more important until we can handle the school affairs… (*Interview # 8 Date. 19. Dec.2022). The principal of the school as a school leader has to lead the school according to the school law or regulations which have been already approved "… *we are handling the school affairs according to the school regulation and law. Because in the approved law, the responsibilities and authorities of all staff have been defined. We all are obeying the school law which should be implemented and considered by all school staff... (*Interview # 9 Date. 21. Dec.2022). The school law gives more authority to the school principal as a leader of the school "…*The school law gives more authority for the principal to act upon it…. financial authority which is helpful for the teacher's motivation, for keeping those students who are not good financially to pay the school fees in some months as well as helping those staffs who are not good economically. The principal has the authority to pay the staff's salary on time. As well as, the principal has the authority to supervise the implementation of staff's job description daily… (*Interview # 4 Date 30. Dec. 2022).

Chapter Five

5. Discussion and Conclusion

5.1 Introduction

The purpose of this research was to investigate and understand "leadership practice" in private primary schools in Afghanistan. For understanding the role and position of the school principals as leaders of schools, this research sought what makes a leader effective and what a school leader should do to make his team keep motivated in different conditions. Moreover, what they do for the teacher's capacity building as well as how leadership can influence students learning. Therefore, the key findings in this research are the things that make the school leader more effective and productive are Knowledge and leadership skills. They require knowledge and skills that can be attained by either reading books in this regard or work experiences in this field.

5.2 Leadership practice in private primary schools

Based on the findings, the factors which can make the principal as a leader of a school effective is practicing ethical principles like being kind to all school staff especially to teachers. The kindness and good behavior moralities can highly influence teachers' attitudes toward school leadership. These moralities are practiced by excellent character and personality leaders who are trustworthy as well as with democratic beliefs. A school leader with a democratic belief is used to practice a democratic leadership style, leader encourages group involvement in decision- making process and the leader favors the leader's sharing of managerial power with the group

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members. The most remarkable characteristic of this leadership style is that the leader consults the members' opinions when setting goals, plans, and policies (Miller, 2012). As well as, being creative is another factor which is contributed to school leaders to impact positively on school improvement. Because a school leader with a creative mind can bring positive changes. Creativity requires a creative mind which is ready to generate new thoughts as well as appreciate others' opinions which is effective for school improvement. Due to the situation's requirements and needs, the leader has to be creative and fulfill the student's and teachers' expectations in different circumstances. Creative and effective organizations do not emerge by accident. They require leaders to drive and control deliberate changes in structure, culture, and process to transform them into creative, effective, and productive ones (Agbor, 2008). Findings also show the one who is leading the school should have knowledge and experience in leadership. These two things are mandatory for a school leader should have. In another word, leadership knowledge is lonely and not enough for the school leadership, and therefore, having sufficient experience in this field is essential. So, reading leadership in paper will not be able to handle the school leadership unless they have experience in leadership. As Robert (2005) said," *Learning to lead is then discussed as requiring experience because leadership cannot be learned from a book"*. Being aware of other country's education systems and applying the best one in the school is another factor that contributes to a school leader handling the school leadership successfully as well as being effective for the school's improvement. Therefore, a school leader should be a good learner and always be seeking knowledge to develop his knowledge, especially regarding different education systems across the world. The main focus of school principals as a leader of the school is students learning and therefore keeping an eye out for external ideas that

further the thinking and vision of the school (Fullan, 2002). The leader has to be a good strategist as well. Being a strategist means that he should be able to utilize appropriate strategies in different situations. Using inappropriate strategies in various conditions does not work and might not be effective. Moreover, the school leader must use school resources effectively. School resources impact students learning and due to their effects on learners' performance, all resources which are devoted to school should be used wisely by the school leader. The real resources of the classroom (Teacher education, teacher experience, and teacher-pupil ratios. As well as, financial aggregates of resources like expenditure per student and teacher salary. Moreover, measures of other resources in the school's specific teacher characteristics, administrative inputs, and facilities (Handshake, 1997). Furthermore, problem-solving skill is necessary for a school leader to know because conflicts between teachers or generally all school staff sometimes might happen due to a clash of culture, thoughts, beliefs, and different opinions regarding some issues. Hence, the school leader should be capable of managing conflicts in a good manner. School principals devote a significant portion of their time to dealing with conflict. Principals who look for the sources of these conflicts may find that many of them reside in the principal's interpersonal behaviors, which may be products of their leadership skills. Four important leadership variables related to the amount of conflict are conflict response styles, problem-solving, communicator styles, and bases of social power (Johnson, 2003). Finally, a school leader has to motivate teachers. There is a significant relationship between employee motivation and organizational performance. H2: Job satisfaction mediates the relationship between employee motivation and organizational performance (Ali, 2016). Based on the research and findings, teacher motivation increases the quality of teaching and Contributes teachers to excellent

performance. In another word, motivation plays a key role in school achievement as well. Because teachers with high motivation can deliver the best lecture as well as apply the lesson plans in the class effectively. For instance, when the work environment in the school is attractive and friendly as well as the teacher cooperate in exchanging ideas and experiences, it is clear they get engaged in teaching and become more interested to do their profession well. Furthermore, school facilities and working based on school plans are other factors for keeping the teachers motivated.

5.3 Influence of leadership practice in quality education.

Capacity-building seminars are conducted in these private schools annually to improve teaching quality in all primary grads as well for making the school successful. It is held according to staff's needs after their weakness discovers in areas of teaching and the capacity programs include the school principal as well. As the finding shows the capacity building seminars are done for the school's survival. Because the programs which are held for the staff's improvement make the teacher's and management's performance better and satisfactory. Capacity building has a significant impact on the teacher-learner and the success of educational reforms. The more professional knowledge teachers have, the higher the levels of the student (Chukwu, 2009). Teachers in the seminars have to learn the basic skills of teaching as well as get the motivation to carry on the teaching profession. The seminar is curriculum- based as well and helps teachers to teach the curriculum books with high confidence. The focus of professional development should be curriculum-based so that it helps teachers help their students attain higher levels of content understanding and improved performance (Klentschy, 2005). Teacher's needs for capacity- building seminars enable both teachers and principals to handle school affairs professionally. Particularly the progress of teachers in teaching can be more effective and beneficial.

A professional development program makes the school successful due to its positive effects on students learning. As the research shows the student's learning styles are different and using one certain method in the class makes the lesson boring for some students because their learning styles might not match the singular method. Learning style is how each learner begins to concentrate on, process, absorb, and retain new and difficult information *(Dunn and Dunn, 1992; 1993; 1999)*. The interaction of these elements occurs differently in everyone. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long - term memory and retention. To reveal these natural tendencies and styles, it is important to use a comprehensive model of learning style that identifies each individual's strengths and preferences across the full spectrum of physiological, sociological, psychological, emotional, and environmental elements. (International Learning Styles Network, 2008). The seminar's purpose is to prepare teachers in teaching the curriculum subjects with different methods.

5.4 Leadership and student learning

Leadership influences teaching quality in school indirectly based on the findings. School leader vastly impacts school progress whereby applying the best curriculum, appointing well-educated and experienced teachers, and leading teachers to teach necessary skills besides textbooks knowledge and information. Students are enrolled in private schools due to the high expectations they already had. Their expectations have to be fulfilled by providing high-quality lessons for them. So, the school leader has huge responsibility in this regard and therefore can affect students learning by leading his team effectively. School leaders are capable of having significant positive effects on student learning and other important outcomes. It is widely understood that

the effects of school leadership on students are largely indirect (Leithwood,2010). The school leader guides teachers on how they teach and what methods should be used in the class as well as appoint them in different classes based on their skills and knowledge. Furthermore, the decision which is made by the school leader with his team have huge effects on teaching quality. Making a community of knowledge within the school will progress the quality of teaching and school improvement. The decision should fit with the school goals, objectives and values as cited by Hariss (1980). Providing good environment of teaching is another issue which is created by the school leader and it increases the teaching quality as well.

5.5 Leadership style

 Findings in this research have shown democratic style of leadership has been practiced in these private schools. The leaders in these schools are deeply interested or engaged to involve teachers as well as the learner's parents in decisions making to improve teaching quality. In this regard, they used to build effective communication with both teachers and parents. Making highly effective relationship are done through listening to their suggestions and criticism of the school leaders effectively. Teachers and community members particularly those who are sending their children to these schools, enable schools to function wisely and have high achievement. In a democratic environment schools better grow and get more success as well as teachers handle their profession with high motivation from their point of views. As researchers found leaders in the democratic style of leadership used to involve people in decision making or it is people- centered type of leadership which leaders are engaged to support their followers and build good communication with them. In this type of leadership, leaders listen to their subordinates and followers' opinions and consultation in all affaires of organization (Harris, 2004).

5.6 Conclusion

This research explored leadership practice in three private primary schools in Afghanistan. The research has found democratic leadership style have preferred by school leaders over other styles of leadership. Leaders in these schools are mostly engaged in creating a democratic environment within schools in which teachers and parents could be able to express their opinions as well as their criticism for the improvement of teaching quality openly. Involving teachers and learner's parents in decision making, paying attention to their suggestions and thoughts, building strong rapport, showing good behavior with teachers, parents, and students, conducting seminars for the teacher's capacity building as well as parent's awareness regarding the importance of education, and appreciating new thoughts or changes for the progress of schools are invaluable for these private school leaders. To highly influence teachers and community members, school leaders have to be open- minded and have the ability to overcome challenges especially when conflicts arises between teachers sometimes in unprecedented conditions. Flexibility toward changes and being a life- long learner have made them be more effective in their schools. They are engaged to work with their team effectively. Team- working makes leaders intelligent as well as enables to step ahead wisely.

5.7 Recommendations

The below recommendations are prepared based on the research done regarding leadership practice in private primary schools in Afghanistan.

1. Leadership practices need further improvement. It means school leaders need to develop their knowledge regarding various types of leadership, particularly the democratic leadership style.

2. School leaders can build a good rapport with other private and public schools in Afghanistan. And it might help them to benefit from other school leaders' experiences and knowledge regarding leadership.

3. School leaders need to make the class environment more democratic until students learn 21st-century skills and discuss issues critically.

4. Capacity-building seminars for teachers should develop and besides learning teaching methods, they need to learn technical skills as well. Utilizing technological apps contribute to doing the class activities very well.

5. School leaders need to develop awareness programs for community members as well. The community member's cooperation especially parents with the school, help the schools to have high achievement and progress.

6. Leadership in schools can introduce online courses for teachers, which are conducted to improve teaching proficiency in schools.

5.8 Recommendation for Further Studies

1. Further research is required that why school leaders have preferred certain types of leadership to be practiced in schools.

2. Did they face any obstacles or challenges because of the democratic leadership style that they are currently practicing in their schools?

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Appendices

Appendix A: Consent Letter

I _____Teacher/ principal/parent of _____, agree to participate in the research titled **'leadership practice in primary private schools of Mazar-e- sharif Afghanistan**, conducted by Mr. Naimatullah Rezayee who has discussed the research purpose with me in advance.

I am Naimatullah Mufakir student of **Brac IED** in the faculty **of Education leadership and school improvement**. I would like to do research regarding the **"leadership practice in primary private schools of Mazar- Afghanistan"** and therefore for getting the data, I need your contribution to participate in an "**Interview"** and "**focus group discussion"** virtually. This research wants to disclose how school principals are currently practicing leadership in addition to how leadership can influence schools' success and achievement. So, the research may help many school principals to better understand the concept of leadership and its role in

school improvement and which types of leadership can be more advantageous to practice for school improvement. Your data is used only for this research and your Identity will not be disclosed therefore you will not face any risky situations in the future. To be clarified, your participation in giving data in this research is optional and you can accept or reject it. While accepting to be one of the participants in this research, the interview will be recorded and will not share with anyone and it will be done only for the researcher's contribution to it accurately.

Full Name: _____ Designation: _____

Contact No: _____Signature: _____

Date: _____

Appendix B: Research Tools

Interview Guideline

Principals

1. What makes a leader effective in a school?

2. How do you keep your team motivated despite conflicts and obstacles?

3. What are the most important attributes of successful leaders?

4. How does leadership influence learning?

5. How can schools improve leadership?

6. How does leadership affect academic performance?

1. How can you show leadership in your school?

2. How do you encourage employee development?

Teachers

1. How do you promote leadership among students?

2. What leadership style is used in schools?

3. How effective leadership can improve school performance?

1. What qualities make a good school leader?

2. Why is school leadership necessary?

1. How does school leadership affect the learning of a student?

Parents

1. Does school leadership affect student academic achievement?

2. What are some examples of leadership in this school?

3. How does the school leader build communication with the student's parents and family?

4. What factors motivate you to enroll your sons and daughters in this school?

5. How do you see your children progress since their enrollment?

6. How does this school practice leadership you think?